



Improving Performance through Culture and Diversity



Diverse Learner Ready Teacher Team



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Objectives

- Frame the issue
- Explore the landscape
- How do we make a difference without making it just another thing to do



Nebraska Department of Education

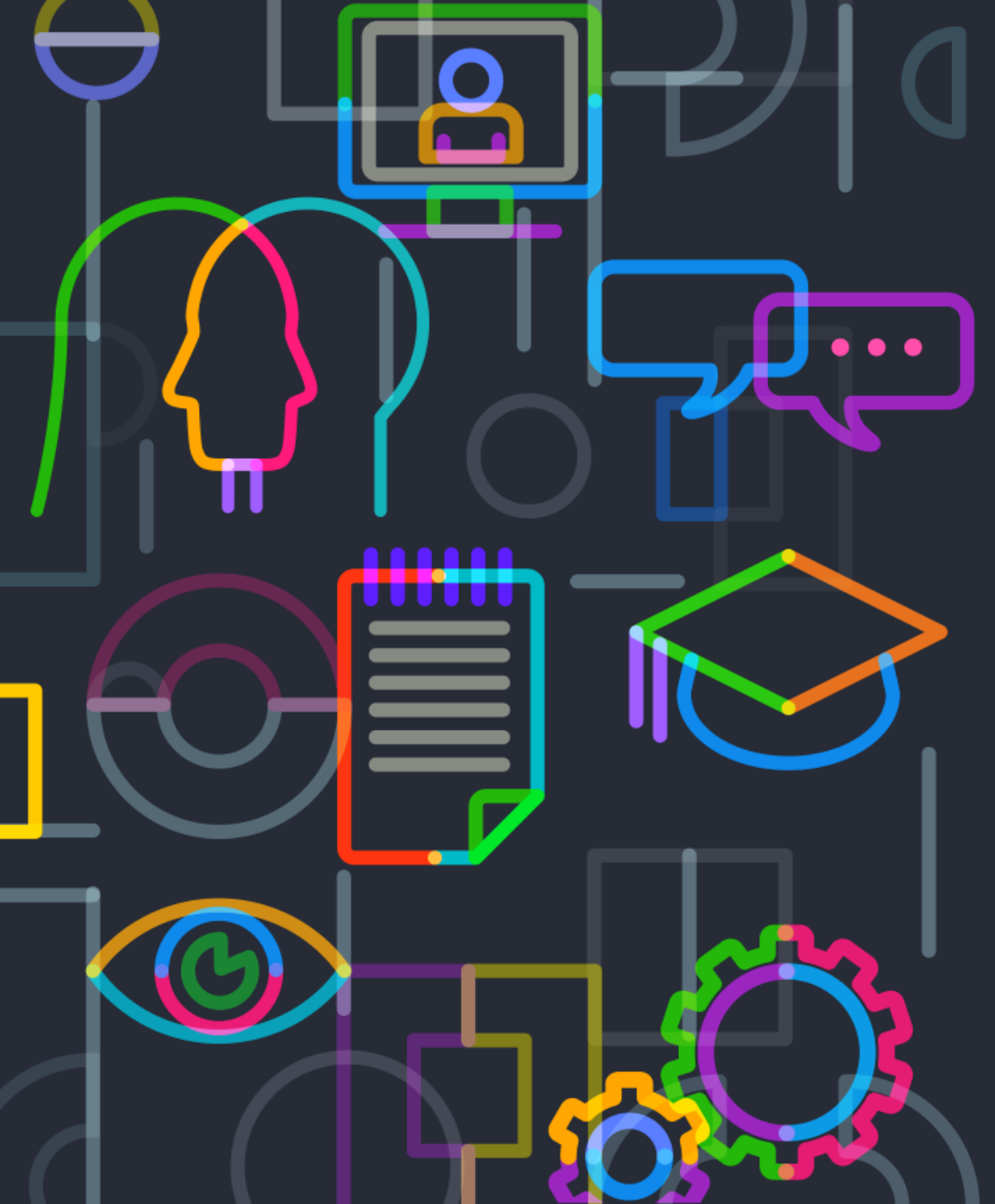
Mission:

To lead and support the preparation of all Nebraskans for learning, earning and living

Goal:

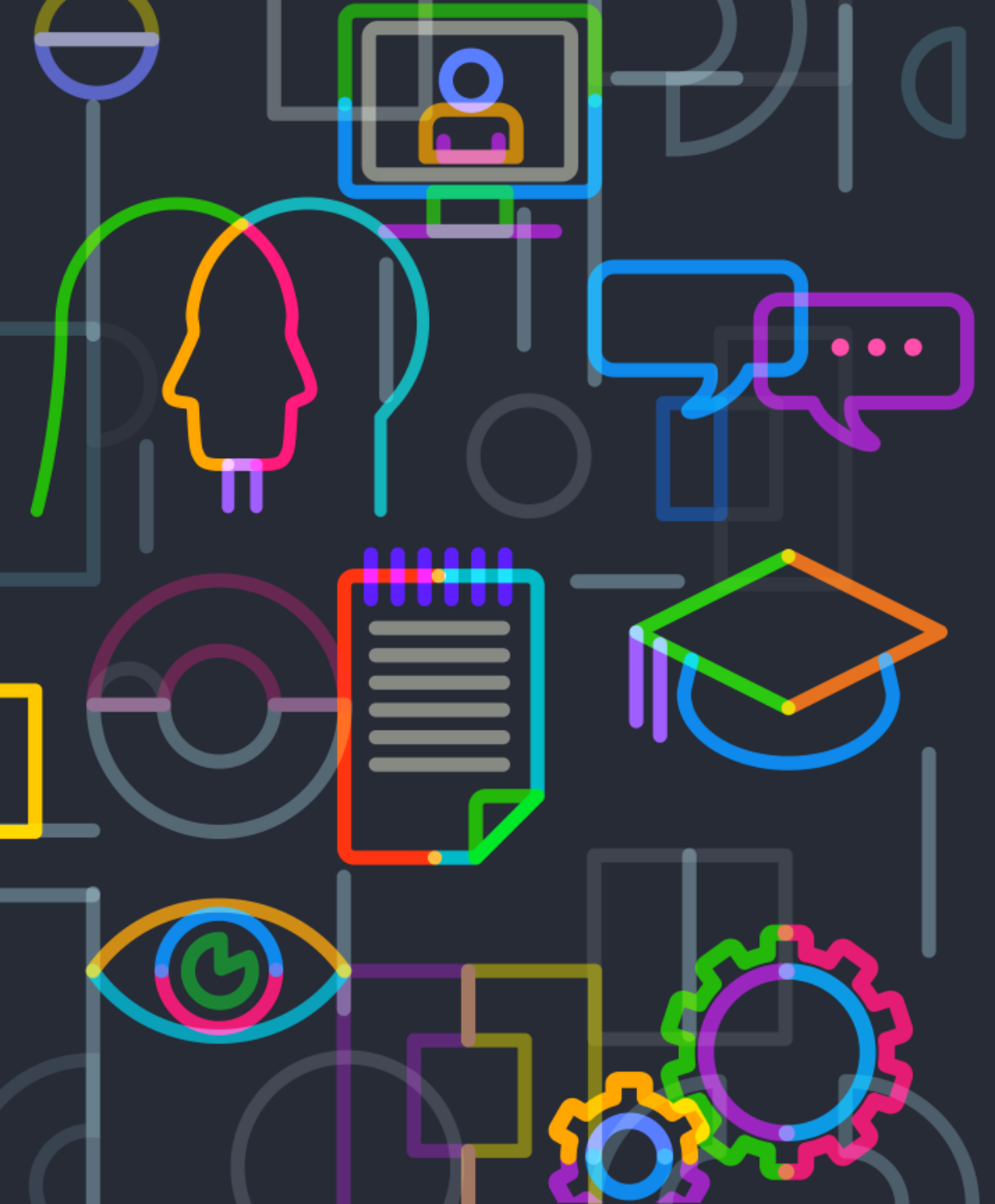
Ensure that all Nebraskans regardless of background or circumstances, have equitable access to opportunities for success.





What's the issue? Proficiency rates (ACT):

- White
 - English Language Arts = 59%
 - Mathematics = 60%
 - Science = 65%
- Latinx
 - English Language Arts = 30%
 - Mathematics = 27%
 - Science = 32%
- African American
 - English Language Arts = 21%
 - Mathematics = 16%
 - Science = 22%
- Free/Reduced Lunch
 - English Language Arts = 30%
 - Mathematics = 29%
 - Science = 34%



Graduation Rates (4 year):

White: 92%

Latinx: 81%

African American: 78%

Free/Reduced Lunch: 81%

Long term effects of low
proficiency rates and
graduation rates...

Why? What's the cause?

Equal education

Equal opportunities

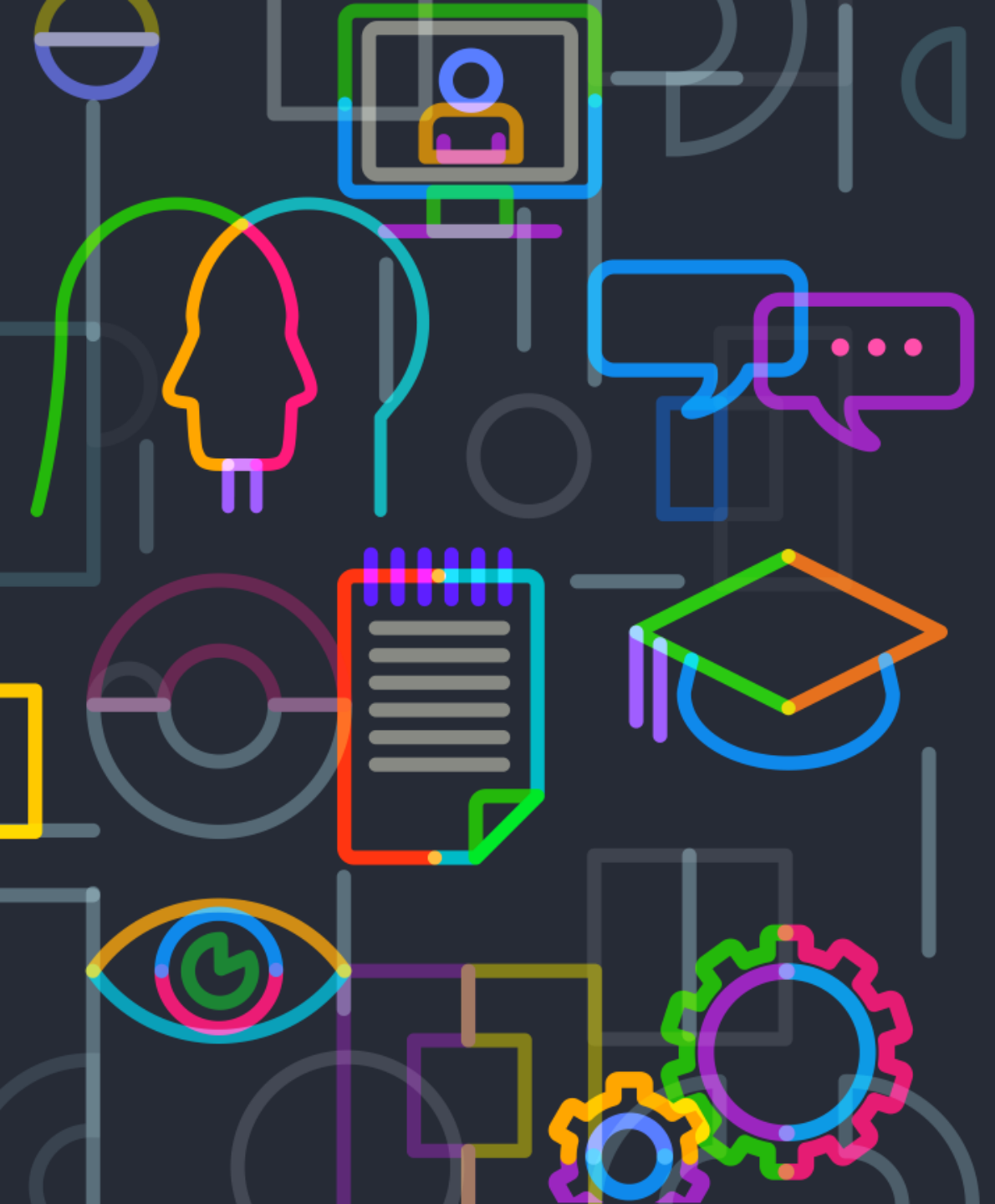
Outside of the school's control?



Solutions with an equity lens

- Culturally Responsive Teaching
- Diversifying the educator pipeline



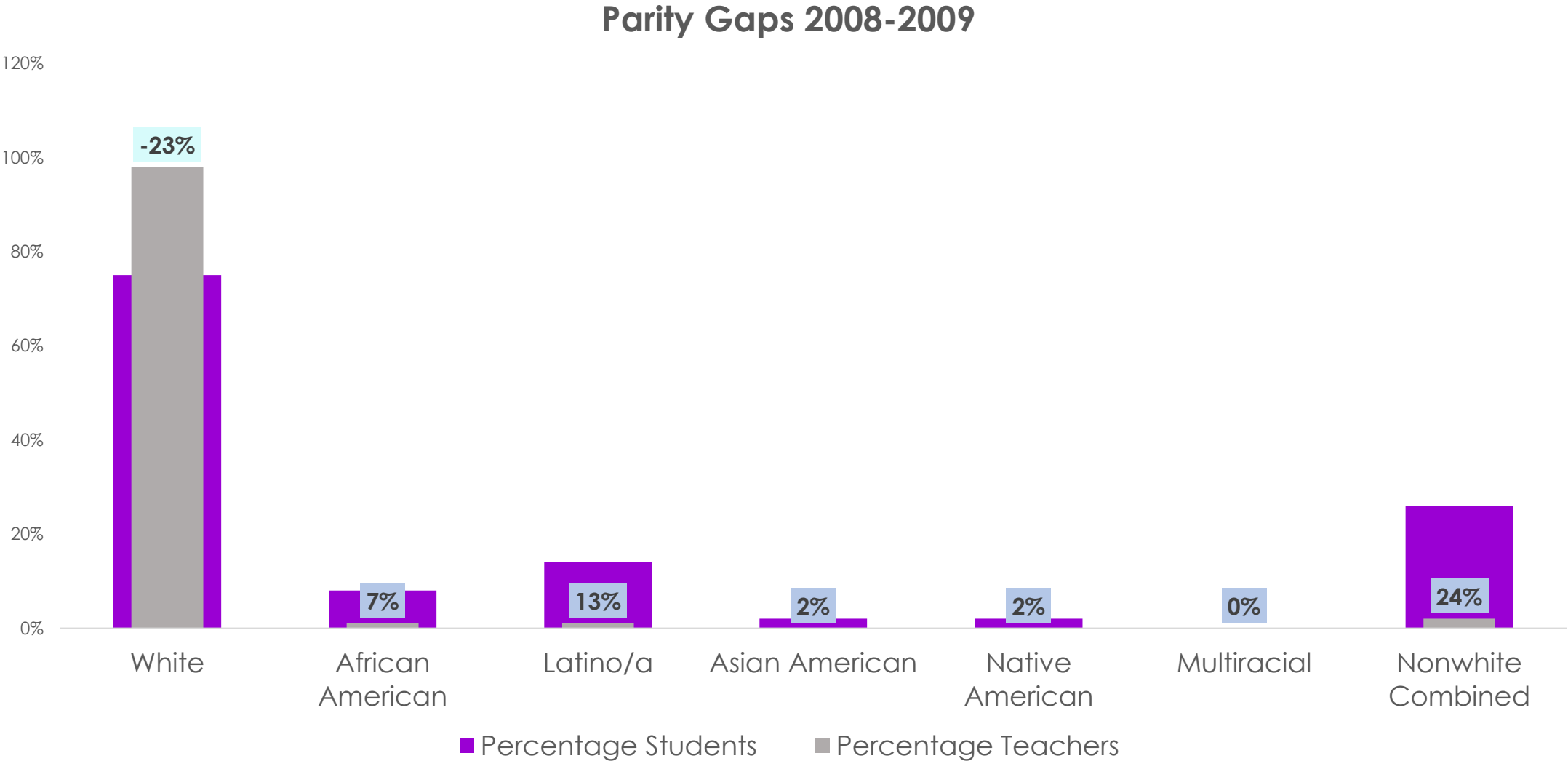


- What does it mean to be a culturally responsive educator and administrator?
- What does educational equity look like in classrooms and across institutions?
- How does the recruitment and retention of a diverse teacher workforce improve the performance of all students?

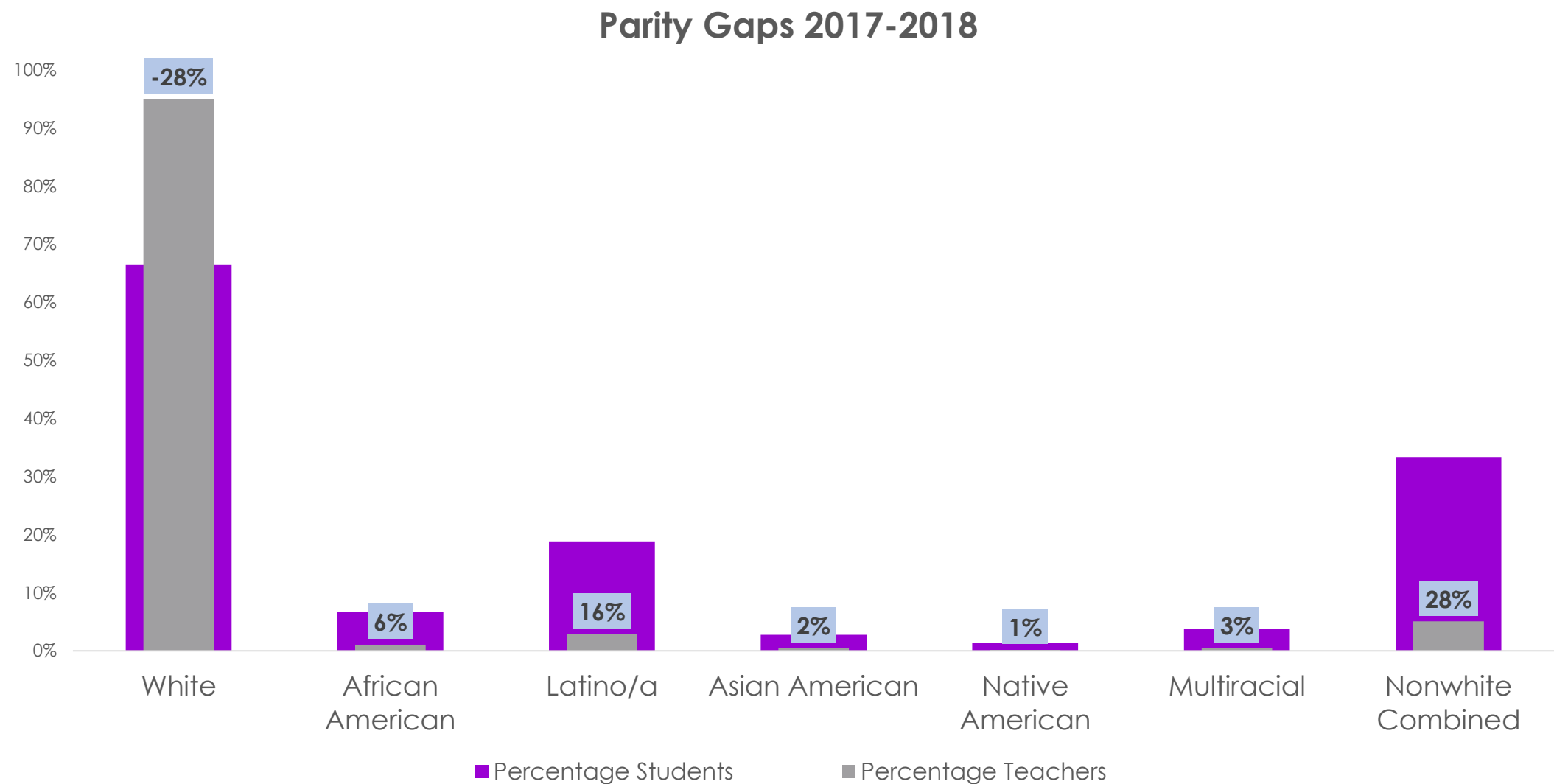


Exploring the Current Landscape

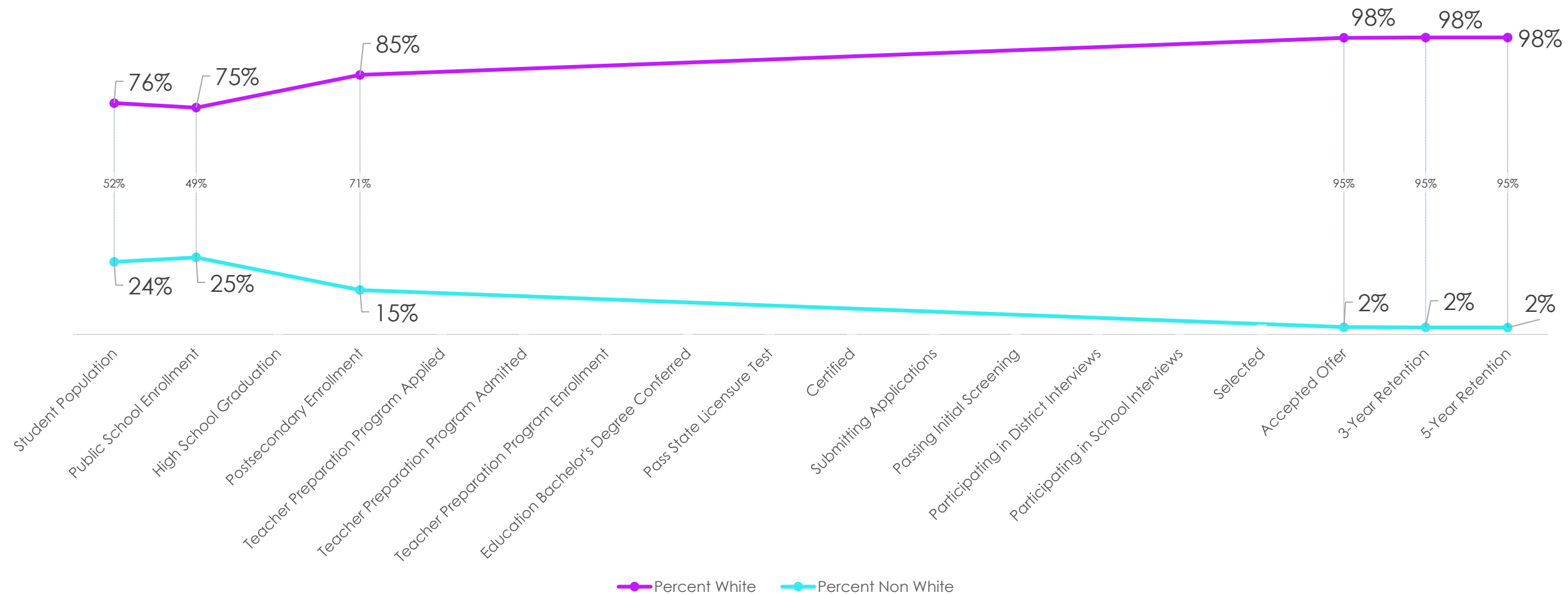
Students and Teachers: Understanding Nebraska's Diversity Gap



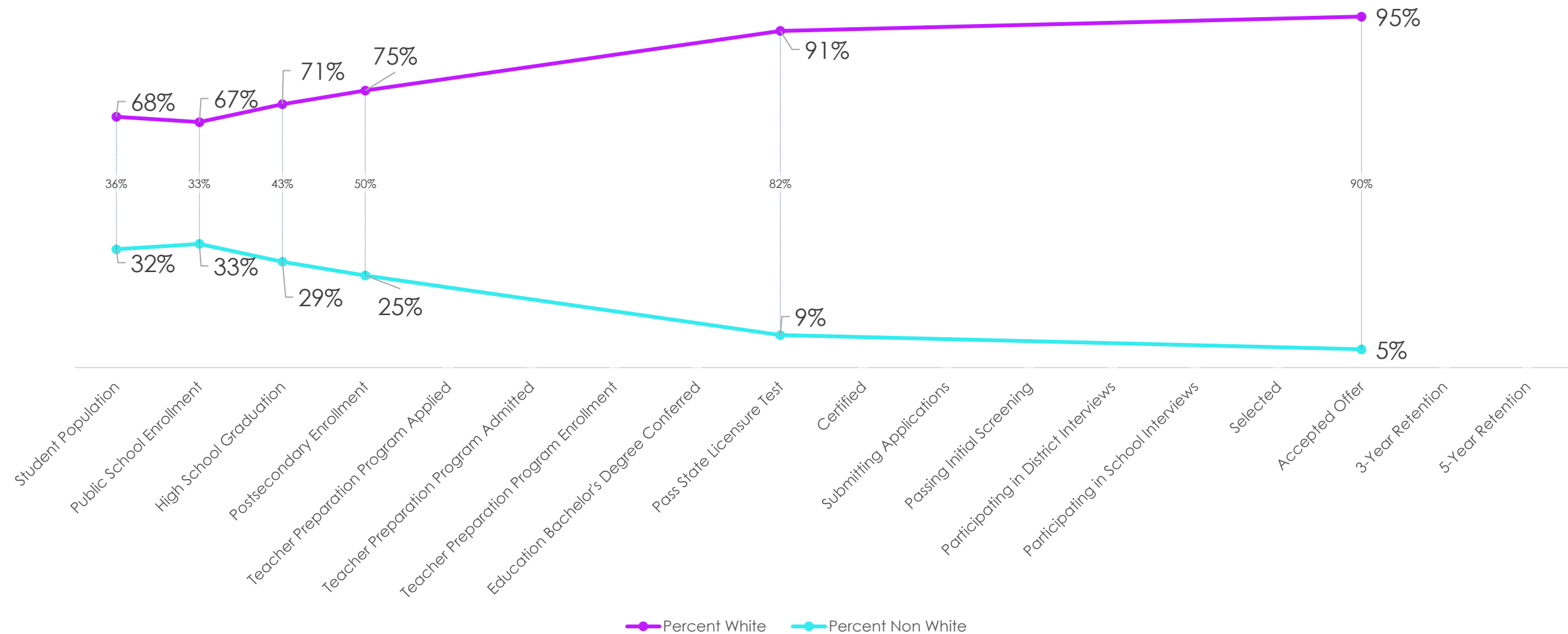
Students and Teachers: Understanding Nebraska's Diversity Gap



Development of Gaps: 2008-2009



Development of Gaps: 2017-2018



Minority Hiring Funnel

- The Minority Hiring Funnel displays the trajectory of candidates and teachers of color from recruitment to retention.
- From enrollment in Nebraska public school through to being hired to teach in the state, the percentage of potential future teachers of color decreases significantly at the following stages:
 - High School Graduation*
 - Postsecondary Enrollment
 - Passing Initial and State Licensure Tests (Praxis I & Praxis II)
- What may be the reasons and root causes for why candidates and teachers of color drop in these stages?

Diverse and Learner-Ready Teachers (DLRT) Initiative Survey Project

Given the minority hiring gaps represented by the data tool, we considered what additional data (quantitative and qualitative) could shed more light on the reasons and root causes for why candidates and teachers of color drop in the stages of the education and the hiring process.



Results and Discussion of Findings

- Teacher and Administrator Survey:

Participants: 62 administrators and 595 teachers across 100 schools in Nebraska (n=659)

1.6% of respondents (n=11) identified as persons of color. (9 teachers, 2 administrators)

- Quantitative results

- Qualitative results

- Focus Group Interviews



Implications for NDE

In pursuit of equity...not “just another thing” for districts to do.

Making Connections

- Targeted Support and Improvement (TSI), support module
- Educator (Teacher and Administrator Preparation) programs
- Teacher and Principal Frameworks
- Educator Certification
- Revising policy with an equity lens (Rule 10, standards, etc)
- Curriculum and Instructional material





Implications for School Leadership



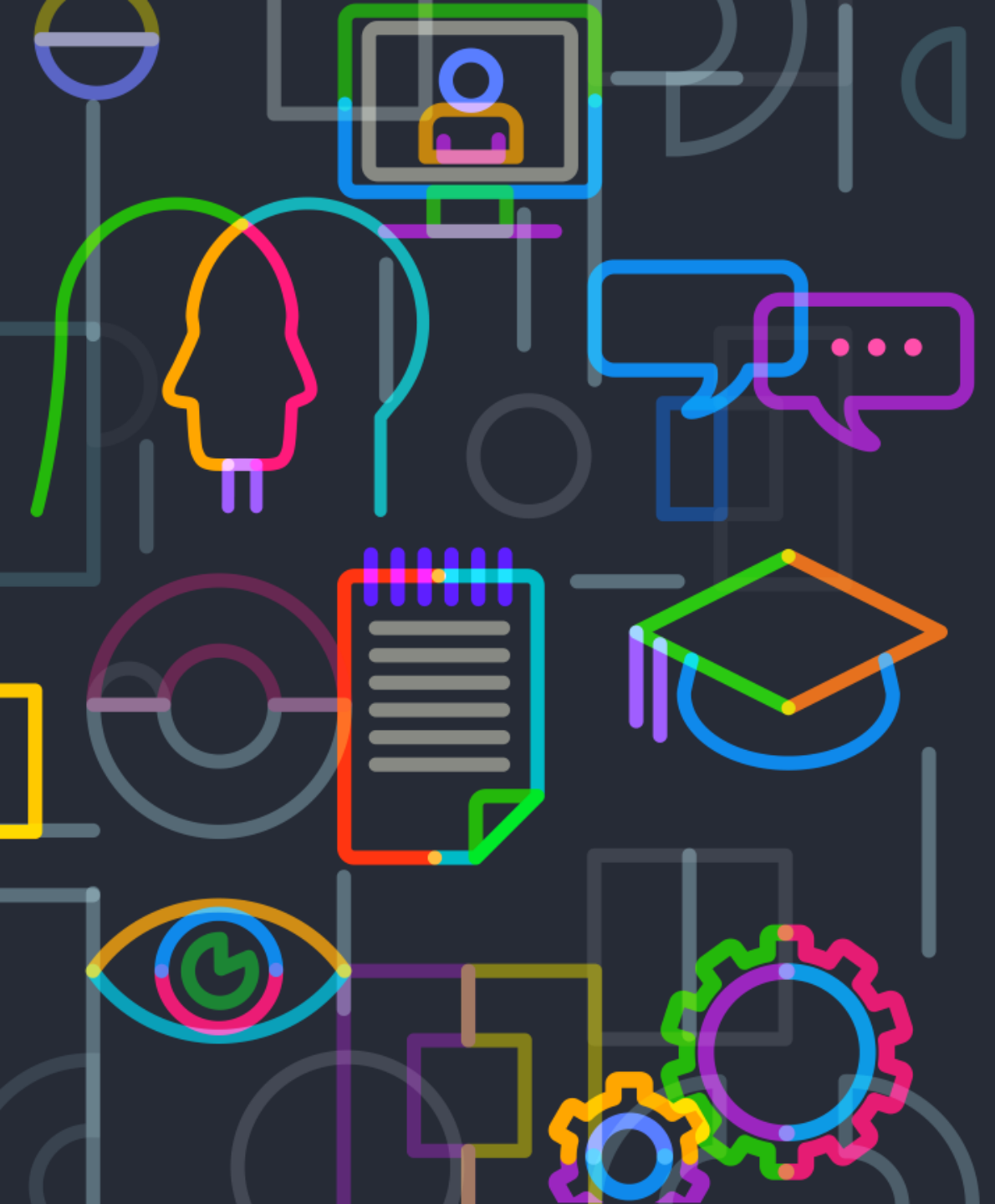
School Administrators as Leaders and Practitioners

- Review professional development offerings
 - Training on bias, diversity, inclusion, cultural proficiency
- District/school data dive to uncover blind spots, biases, and barriers
 - Audit the diversity of staff across all positions
- Review policy barriers to equity
 - Revisit and revision data collection procedures and practices for district recruitment, hiring and retention practices



School Administrators as Leaders and Practitioners

- Creating connections and engaging within your diverse community
 - Also considering what diversity within ethnic/racially “homogenous” groups
- “Grow your own” programs
- Tell us what you need!



Seeking Your Input

- Use the Chat function to ask questions
- What should be added?
- Additional considerations, perspectives, or ideas?

Thank You!

